



Writing 1022F/G (671)
Winter 2026
University Writing in English

Course Information:

Calendar Description: Restricted to English as a Second Language students. This course will build on writing skills developed in Writing 0002F/G or Writing 1002F/G. It will provide students with intensive hands-on writing practice on a weekly basis and offer opportunities to develop research-based writing skills through various academic forms.

Prerequisite(s): Writing 0002F/G, Writing 1002F/G or permission of the Department.

Antirequisite(s): Writing 1020F/G and Writing 1021F/G.

Extra Information: 3 hours.

Course Weight: 0.50 **Breadth:** Category B

Subject Code: Writing

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no antirequisite conflicts), or special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



King's University College at Western University
Department of English, French, and Writing
Writing 1022G: University Writing in English (Section 671)
Distance/Online Asynchronous Course, Winter 2026

Basic Course Information

Instructor name: Dr. Hanji Lee

E-mail: hlee653@uwo.ca

Course duration: January 5-April 9, 2026 **Hours of coursework per week:** 5-6

Office hours: Virtual, on Zoom (you will find the Zoom link on our OWL Brightspace course site), exact hour to be announced, and by appointment

OWL Brightspace Course Site URL: <https://westernu.brightspace.com/d2l/home/155263>

Mode of Instruction

Online asynchronous

Calendar Course Description

Restricted to English as a Second Language students. This course will build on writing skills developed in [Writing 0002F/G](#) or [Writing 1002F/G](#). It will provide students with intensive hands-on writing practice on a weekly basis and offer opportunities to develop research-based writing skills through various academic forms. **Antirequisites:** [Writing 1020F/G](#) and [Writing 1021F/G](#). **Prerequisites:** [Writing 0002F/G](#), [Writing 1002F/G](#) or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

The textbooks, lessons, assignments, test, and resources for this course will all be posted on the course OWL Brightspace site. To find the course, go to <https://westernu.brightspace.com/d2l/home> and log in with your Western University ID and password.

What Will You Get from this Course? Writing 1022 Learning Outcomes

Writing 1022 will help you to do the following:

1. have a more advanced understanding of how genre and context govern writing;
2. compose materials in genres related to professional self-presentation: emails, résumés, and cover letters;
3. explore your personal history, academic or personal influences, goals, and identity, and write in a genre involving self-reflection;

4. understand some basic creative writing techniques, and add expressivity to your writing;
5. demonstrate skills in oral discourse in English in a formal setting;
6. continue to extend critical reading, academic literacy, and academic writing skills developed in Writing 1002.

What Textbooks Do You Need? Where Will You Find Them?

1. **Your textbooks are available for free and are uploaded onto your course OWL Brightspace site.** In the toolbar at the top of our course OWL Brightspace page, find the “Content” tool, and then go to “TEXTBOOKS.”
2. You will also be asked to read specific pages/watch videos on **citation, grammar, or other aspects of writing:** go to the “Content” tool at the top of our Brightspace page and then to “Week 1 UNIT 1,” “Week 2 UNIT 2,” etc.

Please read the required materials posted on OWL **ahead of working on the VoiceThread lessons**, which will help you understand the lessons thoroughly.

What Technology Do You Need?

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- Writing 1022G (671) is offered through the King’s/Western learning platform, OWL Brightspace, which is supported and maintained by Western Technology Services (WTS). To access the course, it is recommended to use a Google Chrome browser (the latest version).
 - For support with OWL Brightspace, please check out the [OWL Brightspace Learner Support Site](https://brightspacehelp.uwo.ca/student/): <https://brightspacehelp.uwo.ca/student/>
 - If you are having difficulties, you can access technical help by creating an [OWL Brightspace service ticket](https://brightspacehelp.uwo.ca/contact-us.html): <https://brightspacehelp.uwo.ca/contact-us.html>
 - If you have accessibility needs, you can find information on the [OWL Brightspace Learner Support Site’s Accessibility](https://brightspacehelp.uwo.ca/student/account-accessibility.html) page: <https://brightspacehelp.uwo.ca/student/account-accessibility.html>. Please also contact me. Accessibility of course materials is important to me. Please let me know if you need course materials in a different format, or if I can improve the course’s design to make it more accessible. I am happy to receive feedback and to work with you on this.
 - To take this course, you will also need:
 - Internet access
 - Access to a laptop or other device with a microphone
 - A quiet space to study or take part in occasional online synchronous learning and speaking opportunities like meeting your instructor on Zoom, completing your interview assignment (Assignment 4), or recording your own presentation assignment (Assignment 4)

Accessibility at King’s

- This course attempts to apply universal design principles and multimodal delivery, but I recognize that enhancing access is always a work-in-progress.
- Accommodations for assessments or course delivery are your right; if you need any, please visit the [King’s Accessibility and Counselling Office](https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/): <https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/>
- Also, if you need accommodations, but you do not have formal accommodations from the King’s Accessibility and Counselling Office, please still reach out to speak with me.

- For information on accessible routes, temporary service disruptions, feedback about the accessibility of services, and policies related to service animals, support persons, and assistive devices, please visit [King's Accessibility Website: https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/](https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/)

OWL Brightspace Tools and Advice to Help You Succeed in the Course

This course will be *asynchronous*; this means we will not have a regular, mandatory time when the entire class must be online. However, there will be some synchronous activities in which you will participate based on your own schedule, including office hours and oral discourse tasks like interviews. Each of the underlined words in the notes below refers to an item in the toolbar at the top of our course OWL Brightspace page:

1. Use the CONTENT tool to access the readings and lessons for this course. This tool is structured with the following content:
 - a. In "Syllabus," you will find out what is expected of you as you read your assigned texts; interact with other students and with me; complete coursework as well as a timed test and assignments; and participate in community learning and discussions. In the syllabus, pay close attention to **Your Writing 1022 Schedule**, which will tell you exactly how to complete each week's work: what to read, what to research, and what writing tasks are due. You and I are expected to be disciplined, professional, engaged, responsible for our own learning progress, and contribute to the growth of our learning community.
 - b. In "Textbooks," you will find the required course readings. **Before** you open each lesson, you must complete the assigned weekly reading from the textbook (please refer to **Your Writing 1022 Schedule in this syllabus/course outline**). When you read, you must find out word meanings, mark key ideas, and keep notes on your responses and any questions you may have. The readings can be challenging, so making notes of questions and asking them will help you learn.
 - c. Go to "Course Content" for an overview of the course content, learning outcomes, and structure.
 - d. Lessons and readings assigned for each week will be available in "Week 1 UNIT 1," "Week 2 UNIT 2," etc. The course has **9** lesson *units*, plus presentations/interviews during the final three weeks of the course. This means **you must complete ONE unit per week, in each of the first nine weeks**. Don't postpone your work on the lessons since this will affect your completion of the writing tasks before their due dates. **I will add new lesson content at the beginning of each week**. I will post lesson videos along with a PDF text transcript of my speech and the PowerPoint slides used in each lesson video. I also invite you to post your own comments, questions, or suggestions to the weekly lesson videos. You each have your own diverse set of skills, knowledge, and experiences that you bring to our community, and I value these contributions. **Posts to the lesson videos will not be graded, although posting and reading each other's comments will enrich your experience of the course and help everyone learn**. Here are instructions for how to post a comment: Open the link to the lesson video, and select a slide. At the bottom of that slide, select the "+" icon. You can choose a text, audio, or video

comment, or choose to upload a comment. When you have finished the comment, select “Save.”

- e. For some video resources about The Write Place (the writing support centre at King’s) and the King’s Writing program, go to the tab for “The Write Place.”
2. The CALENDAR tool will help you manage your time responsibly by showing you important due dates in the course. To succeed in this course, **each week** you will need to spend about 6 hours as follows:
 - a. one to two hours on reading, including looking up words and making notes;
 - b. one to two hours on the Lessons and additional materials;
 - c. two to three hours on writing and preparing.

Some weeks will be busier than others. Be sure to budget your time efficiently. If you need to know more about important university dates (Add/Drop deadlines, the exam period and Study Days, etc.), go to [this page on Academic Dates and Events for Western University: https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/](https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/)

3. In the COMMUNICATIONS tool, you will find important course announcements, discussion forums, and a place to sign up for Assignment 4 interviews.
 - a. “Announcements” will be used to remind you, through the course home page and your Western email, of upcoming deadlines and other important information. **You will be responsible for keeping up with and reading all announcements because they will be used to communicate important course information.** It is especially important to check your Western email, or forward your Western emails to your personal email, because of this. **It is essential to check your Western email each school day.**
 - b. In “Discussions,” you will complete three discussion forum postings.
 - c. In “Groups,” you will be able to sign up for Zoom interviews, if you choose the interview option for Assignment 4.
4. In the ASSESSMENTS tool, go to “Assignments” to find instructions for and to submit Assignments 1-5, and go to “QUIZZES” to find your test. Pay attention to the **Summary of Assessment Weights and Due Dates** below, which include assignments, a test, and discussion forum postings. Start working on your assignments early to complete them by the submission due dates. Make sure you have time to book an appointment with a tutor at The Write Place, the writing support centre at King’s.
5. In the GRADES tool, you will find your grades for each assessment when they are available.
6. In the HELP tool, you can access technical support for OWL Brightspace.

What Happens if You Don’t Log in Regularly?

- Reading your texts according to the schedule, watching/listening to the weekly lesson videos, and completing your work by the due dates are very important. If I feel that you are not keeping up with the required work each week, I will contact you about this and do my best to work with you on any issues or problems you are facing. Please talk to me, even though this can feel like a difficult thing to do.
- If you are not able to complete the work in a way that meets the course goals, it will not be possible to pass the course.

Assignments and Academic Integrity

- Your grade in this course will be based entirely on your assignments, test, and forum posts. **There is no final examination in Writing 1022.** You will do one or more of the following every week: a) a Test, b) Forum postings, and c) Assignments. Expect to spend at least **two hours per week** on these tasks. **The**

Test on professional emails is timed and is expected to take approximately 1 hour to complete.

English oral skills (speaking effectively) will be evaluated in this course through a formal speaking task (either an interview or a presentation). You will be using Zoom or VoiceThread to complete this assignment. You must submit your assessments on OWL Brightspace—refer to the ASSESSMENTS and COMMUNICATIONS tools for details.

- All assignments, forum posts, and tests **must be done by you**, following the instructions outlined on the course site. Students often resort to **plagiarism** (<https://www.lib.uwo.ca/tutorials/plagiarism/index.html>) when they are under pressure, so time management and keeping in touch with your instructor about your concerns are key. Shortcuts such as copy-pasting of large amounts of text, **contract cheating** (<https://www.uwo.ca/ombuds/pdf/aicotips.pdf>), and **self-plagiarism** (<https://www.kings.uwo.ca/kings/assets/File/academics/ml/writePlace/academic/PlagiarismVoicethread-transcript-Aug-2020.pdf>) are subject to **Western’s scholastic discipline policy** (https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The assignments, forum posts, and test must not be the same work, or adapted work, that you submitted for any other course that you have taken before. Submitting the same essay or copying and pasting passages from an essay that you submitted for another course (whether in university, college, or high school) is considered **plagiarism** (specifically, it’s **self-plagiarism**). These shortcuts also defeat the purpose for which you take a course: learning and developing skills. Patchwriting (copying and slightly modifying “patches” of borrowed text) is less serious but is also unacceptable. If you are worried or unsure how to avoid plagiarism, please reach out to me; I am always happy to help you.
- In this course, **generative Artificial Intelligence (AI) tools** (for example, Microsoft Office Editor) are permitted exclusively for helping you edit your grammar, translate text, generate citations, and create images for the Assignment 4 presentation. Otherwise, use of generative AI tools such as ChatGPT is not permitted for any assessments, including assignments, tests, and discussion posts. Here is the reason that generative AI tools are not permitted: this course aims to help you develop reading, writing, and thinking skills that you will need for your other university courses (please refer to the Writing 1022 Learning Outcomes in this document). Using generative AI tools to do the work for you will not help you develop your own thinking, reading, and writing skills. Moreover, generative AI tools also create text that can contain bias, prejudice, and other errors. If I have concerns about one of your assignments, I will contact you about this matter.
- **Please keep a copy of all your assignments;** if a submitted assignment is lost, you will be asked to submit the duplicate immediately for grading.
- You are encouraged to seek feedback from **The Write Place**, which is the writing help centre at King’s, on all assignments and forum posts. Before you submit your Résumé, your Critical Review, and your Short Memoir/Personal Statement, you are **strongly encouraged** to receive feedback from The Write Place. **Make your appointment** early: <https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/appointments/>.

Summary of Assessment Weights, Due Dates, and Associated Writing 1022 Learning Outcomes from this Document

Assessment weights and due dates (Summary)

Writing task	Weight	Due date
3 Forum posts	15%	Jan 16; Jan 30; Feb 27
Test on professional emails	5%	Jan 19
Résumé (1-2 pages)	15%	Feb 2
Cover letter (1 page)	10%	Feb 9
Critical review of an academic article (750 words)	20%	Mar 9
Presentation OR interview (10 min; oral discourse)	15%	Mar 16 – March 30
Short memoir OR Personal statement (750 words)	20%	Mar 23
	100%	

All instructions for these writing tasks will be on OWL Brightspace:

- Forum posts x 3 (personal email, personal story, postcard story)
 - Associated with Writing 1022 Learning Outcomes #1-5, 7
 - Weight: 15%
 - Due date/time: Jan 16; Jan 30; Feb 27, 11:55 PM
- Test (200-250 words) on professional emails
 - Associated with Writing 1022 Learning Outcomes #1-3, 7
 - Weight: 5%
 - Due date/time: Opens Jan. 21, 12 AM; closes Jan. 23, 11:55 PM
- Assignment 1: Résumé (1-2 pages, plus rough work)
 - Associated with Writing 1022 Learning Outcomes #1-4, 7
 - Weight: 15%
 - Due date/time: Feb. 6, 11:55 PM
- Assignment 2: Cover Letter (1 page)
 - Associated with Writing 1022 Learning Outcomes #1-5, 7
 - Weight: 10%
 - Due date/time: Feb. 13, 11:55 PM
- Assignment 3: Critical Review of an academic article (750 words)
 - Associated with Writing 1022 Learning Outcomes #1-2, 7
 - Weight: 20%
 - Due date/time: Mar. 11, 11:55 PM
- Assignment 4: Presentation OR Interview (10 min; oral discourse)
 - Associated with Writing 1022 Learning Outcomes #1-7
 - Weight: 15%
 - Due date/time: Mar. 23-Apr. 3
- Assignment 5: Short Memoir OR Personal Statement (750 words)
 - Associated with Writing 1022 Learning Outcomes #1-5, 7
 - Weight: 20%

- Due date/time: April. 1, 11:55 PM

To pass the course, students must complete ALL the assignments (i.e., the forum posts, the test, and Assignments 1-5).

Your Writing 1022 Schedule: Reading, Lessons, and Writing

This course has **nine units**. Each unit, which should be completed during the week specified in your schedule below, asks you to complete a specific **reading** (or watch specific **videos**), takes you through one to five **lessons** (lectures), and asks you to complete one or more **writing** tasks. Lessons will be posted at the beginning of each week. Some writing tasks will test if you have completed the reading from your textbook since you will not benefit from listening to the lessons without preparing for them through the reading. In addition, you are welcome to meet me on Zoom.

Week 1, UNIT 1: Jan. 5-9

- **Reading** (Go to “Syllabus” and “Textbooks” in CONTENT tool):
 - Course outline/syllabus
 - Unit 1 on OWL
- **Lessons** (Go to CONTENT tool):
 - Course outline and policies
 - Understanding genre as an approach to writing
 - Personal vs. professional genres: language, style, and social conventions
 - Getting to know each other: writing a personal email

Week 2, UNIT 2: Jan. 12-16

- **Reading** (Go to “Textbooks” in CONTENT tool):
 - Unit 2 on OWL (Professional emails: conventions and examples)
- **Lessons** (Go to CONTENT tool):
 - Writing professional emails: giving context, following conventions, understanding ‘paper trails’
 - Etiquette and style in emails: paragraphing, punctuation
- **Writing/Presenting** (Go to COMMUNICATIONS tool):
 - **Forum post 1: Personal Email (5%)**; due Jan. 16, 11:55 PM; post in “Discussions”

Week 3, UNIT 3: Jan. 19-23

- **Reading** (Go to “Textbooks” in CONTENT tool):
 - Unit 3 on OWL (Writing about oneself: approaches and examples)
- **Lessons** (Go to CONTENT tool):
 - Narrative and descriptive techniques in western writing: workshop in “showing, not telling”
 - Characterization: east vs. west?
 - Writing notes towards a short personal narrative
 - Preparing for the Personal Story forum post
- **Writing/Presenting** (Go to ASSESSMENTS tool):
 - **Test on professional emails (1 hour, 5%)**; opens Jan. 21, 12 AM; closes Jan. 23, 11:55 PM; submit in “Quizzes”

Week 4, UNIT 4: Jan. 26-30

- **Reading** (Go to “Textbooks” in CONTENT tool):
 - Unit 4 on OWL (Writing a résumé that will score an interview; résumé examples)
- **Lessons** (Go to CONTENT tool):
 - Understanding the functions of résumés
 - Guidelines for writing strong résumés for the North American context
 - Grammar: understanding parallel construction; practice
 - Interactive exercise: brainstorming towards résumé-writing
- **Writing/Presenting** (Go to COMMUNICATIONS tool):
 - **Forum post 2: Personal Story (5%)**; due Jan. 30, 11:55 PM; post in “Discussions”

Week 5, UNIT 5: Feb. 2-6

- **Reading** (Go to “Textbooks” in CONTENT tool):
 - Unit 5 on OWL (Writing a strong cover letter)
- **Lessons** (Go to CONTENT tool):
 - Understanding the function of cover letters
 - Elements of cover letters
- **Writing/Presenting** (Go to ASSESSMENTS tool):
 - **Résumé (15%)**; due Feb. 6, 11:55 PM; submit in “Assignments” (getting Write Place feedback before submitting is strongly encouraged!)

Week 6, UNIT 6: Feb. 9-13

- **Reading** (Go to “Textbooks” in CONTENT tool):
 - Unit 6 on OWL (Point of view in fiction; example stories)
- **Lessons** (Go to CONTENT tool):
 - How changing the point of view changes the narrative
- **Writing/Presenting** (Go to ASSESSMENTS tool):
 - **Cover Letter (10%)**; due Feb. 13, 11:55 PM; submit in “Assignments”

Reading Week: Feb. 16-20 (No classes)

Week 7, UNIT 7: Feb. 23-27

- **Reading** (Go to “Textbooks” in CONTENT tool):
 - Unit 7 on OWL (Starting with personal point of view and arriving at critical analysis)
- **Lessons** (Go to CONTENT tool):
 - Writing a critical analysis of an article in the Social Sciences
 - Researching the article: finding out more about its context, research tradition, author
 - The elements of critical analysis
- **Writing/Presenting** (Go to COMMUNICATIONS tool):
 - **Forum post 3: Postcard Story (5%)**; Due Feb. 27, 11:55 PM; post in “Discussions”

Week 8, UNIT 8: Mar. 2-6

- **Reading** (Go to “Textbooks” in CONTENT tool):
 - Unit 8 on OWL (Writing the personal statement)
- **Lessons** (Go to CONTENT tool):
 - Understanding the function of the personal statement
 - Asking questions that will feed into a personal statement
 - Ensuring tidy presentation

Week 9, UNIT 9: Mar. 9-13

- **Reading** (Go to “Textbooks” in CONTENT tool):
 - Unit 9 on OWL (Presentation skills and Interview skills)
- **Lessons** (Go to CONTENT tool):
 - Presentation skills (presentations will be based on the Critical Review assignment)
 - Interview skills
- **Writing/Presenting** (Go to ASSESSMENTS and COMMUNICATIONS tools):
 - **Critical Review of an academic article (20%)**; due Mar. 11, 11:55 PM; submit in “Assignments” (getting Write Place feedback before submitting is strongly encouraged!)
 - Choose either the presentation or interview option for Assignment 4
 - Interviewees sign up for a day and time (go to “Groups” in COMMUNICATIONS tool to sign up)

Week 10: Mar. 16-20

- Time to prepare for your Assignment 4 presentation or interview and to work on Assignment 5

Week 11: Mar. 23-27

- Time to prepare for your Assignment 4 presentation or interview and to work on Assignment 5
- **Writing/Presenting** (Go to ASSESSMENTS tool):
 - **Assignment 4 Presentation or Interview (15%)** (Presentation due Apr. 3, 11:55 PM; interviews through the week at a time selected by interviewee); submit in “Assignments” (Interviews on Zoom)

Week 12: Mar. 30-Apr. 3

- Time to prepare for your Assignment 4 presentation or interview and to work on Assignment 5
- **Writing/Presenting** (Go to ASSESSMENTS tool):

- **Assignment 5 Short Memoir OR Personal Statement (20%)**; due April 1, 11:55 PM; submit in “Assignments” (getting Write Place feedback before submitting is strongly encouraged!)
- **Assignment 4 Presentation or Interview (15%)** (Presentation due Apr. 3, 11:55 PM; interviews through the week at a time selected by interviewee); submit in “Assignments” (Interviews on Zoom)
- Complete Student Questionnaire on Courses and Teaching (SQCT) for this course

Reminder: there is no final exam for this class.

General Course Policies

2024–25

1. Academic Accommodations, Consideration for

Absences Academic Accommodation

(Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Considerations for Absence/Missed Assessments

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration using the extranet portal (www.extranet.uwo.ca). Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs and further consideration may be denied. Please refer to the course outline for each course.

Academic consideration for examinations scheduled by the Office of the Registrar always requires documentation.

The policy on academic consideration is found here:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the final examination, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup final examination).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred.

See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

For policy on accommodation for religious holidays, see:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College:

<http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools are permitted in the course, including generative AI (e.g. ChatGPT, translation tools, grammar-checking tools). Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/TurnItIn.html>

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright of their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.